



# FINE ART

**The Edexcel A level in fine art covers the following disciplines across two years:**

Drawing  
Painting  
3D construction  
Printing  
Ceramics  
Photography  
Film  
Contextual studies of historical and contemporary artists

**What do you need to study an A level in fine art**

- GCSE art and design grade 6 or above;
- An interest in the world around you and how this can be communicated visually;
- An ability to work independently and creatively.

**How will my work be assessed throughout the two year A level in fine art? Grades are based on two components for A level:**

**Component 1:**

Theme based coursework 60% - internally set.

Example themes – “identity”, “passions and obsessions” and “alter ego”. This involves working in a sketchbook exploring the themes, collecting resources and researching artists, as well as building up an external portfolio of work. This will be both 2D and 3D and will include everything from experiments to final pieces to address four assessment objectives.

Students are informed and take inspiration by choosing a variety of artists to study and investigate, along with visits to galleries and exhibitions. A personal study is a key part of component 1, a 3000+ word essay which is worth 12% of your coursework grade. This is an individually chosen focus on an aspect of art and design. Students create a detailed portfolio of work and conduct in-depth research into relevant artists' work. This project enables learners to develop their own practice as an artist.

**Component 2:**

A level exam 40% – externally set. Themes in the past have included multi-cultural society, architectural features, rhythms and cycles, concealed and revealed. Studies last for several months where you produce a portfolio and sketchbook of work including final responses.

**What further requirements are there?**

To enhance their studies, students are expected to:

- Attend planned and independent visits to galleries and exhibitions;
- Take part in workshops at school and other external locations;
- Enrol on suitable courses;
- Work independently on your studies both at home and in the sixth form studio in the art department within your free lessons.

**Who can help me if I have other questions?**

Mr Williams, Curriculum Leader for Art, or any art teachers will be happy to talk with you further about A Level fine art.

Exam Board:  
Edexcel

Curriculum Leader:  
Mr Sasu



# BIOLOGY

Biology is about understanding how living organisms work. As we have learned more about the world around us, we have zoomed in from whole organisms to look closely at individual cells and molecules that make them tick. To study A level biology today we need to know a lot about how the cells and molecules interact in the major processes of life.

**The advanced course** builds on the knowledge you have gained at GCSE and gives particular emphasis to human body systems and environmental issues.

A level biology covers a broad range of topics chosen to allow progression to a wider range of biological courses at higher education: biochemistry and molecular biology; animal and plant physiology; genetics or microbiology. The specification combines more traditional elements, such as the kidney, with more modern biological ideas such as epigenetic. Students also develop their practical skills through the core practical component of the course.

### **How is the course assessed?**

This course is assessed by three examinations. The third examination includes questions covering the practical experiments. Examination board: AQA

### **Links with other subjects**

Biology is closely associated with chemistry and these two subjects support each other in many areas. Biology also links well with physics and maths, but can also be taken with other subjects, if preferred by the student.

### **Progression**

Advanced biology may be part of the entry requirements for many science related courses in higher educational institutions, such as universities. Some of these include: biochemistry, dentistry, medicine and environmental studies.

For more information please see Mrs Parekh, Assistant Curriculum Leader.



### **Year 1 Content**

Biological Molecules  
Nucleic acids  
Cell structure  
Transport across cell membranes  
Cell recognition and the immune system  
Exchange  
Mass transport  
DNA, genes and protein synthesis  
Genetic diversity and adaptation  
Biodiversity

**Exam Board:  
AQA**

**Curriculum Leader:**



# BUSINESS STUDIES

## **A level:**

A total of ten units are undertaken with three end of year exams sat in the summer of Year 13.

You will learn about:

- What is Business?
- Managers, leadership and decision-making;
- Decision making to improve marketing performance;
- Decision making to improve operational performance;
- Decision making to improve financial performance;
- Decision making to improve human resource performance;
- Analysing the strategic position of a business;
- Choosing strategic direction;
- Strategic methods: how to pursue strategies;
- Managing strategic change.



## **Assessment**

Three written exams (all lasting two hours). Each paper carries 100 marks and they're worth 33.3% of your qualification each. Final grades are awarded A\* to E.

## **What are the Entry Requirements?**

Whilst it is not an essential requirement of the course to have studied the subject at GCSE, and indeed a large number of candidates have gained a good grade without it, if you are taking GCSE business studies then you will need to gain at least a grade 6. We also require Mathematics grade 5 and English Grade 5.

## **Why should I apply?**

Business studies is a very practical subject, which is highly valued by employers and universities. You will learn a wide range of skills and knowledge that will be useful to you, whatever your final choice of career.

A level business studies has been running at Uxbridge High School for a number of years and is consistently one of the most popular choices amongst students. The teachers are all very experienced at teaching the subject and have all worked for a number of years in business environments prior to teaching.

**Exam Board:  
AQA**

**Curriculum Leader:  
Mrs Kaur-Hender**



# BUSINESS STUDIES

## BTEC LEVEL 2

**The BTEC level 2 technical certificate in business enterprise is offered as a one-year qualification offered to students who are re-taking English and mathematics at GCSE.**

### **Want to bring your learning to life?**

The BTEC level 2 in business is the perfect way to explore your options. Whether you've got a career in mind, hope to go to university, or just want to see what's out there.

The qualification in business has been designed to provide an engaging and stimulating introduction to the world of business. The qualification builds on learning from transition years for those who may wish to explore a vocational route throughout their mastery years.

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth and to ensure that businesses survive in this fast changing world. Enterprising skills can help learners be a real asset to an organisation, as well as giving them the basis on which to develop entrepreneurial skills for running their own enterprise in the future. This qualification has been developed in consultation with employers in the business enterprise sector to provide learners with the transferable skills they will need to be successful in their future careers.

### **How is the course assessed?**

Four units must be completed, one is through a computer-based examination (external assessment), and three are through coursework assignments (internal assessment).

### **What can I do at the end of the course?**

Many students either enter the world of work through an apprenticeship scheme or progress onto the two year BTEC level 3 certificate/diploma in business.



**Exam Board:  
Edexcel**

**Curriculum Leader:  
Mrs Kaur-Hender**



# BUSINESS STUDIES

## BTEC LEVEL 3

### **What is BTEC level 3 diploma in business?**

A BTEC level 3 diploma is a practical, work-related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. Students focus on a particular subject area and develop a range of specialist skills and knowledge. It is equivalent to two A levels and helps students to enter employment or progress to university.

### **What are the entry requirements?**

Students should have at least one of the following:

- four GCSEs at grades 9 to 4, this must include English and mathematics, both must be a grade 4;
- Merit grade or higher in the BTEC level 2 technical certificate in business enterprise (preferably together with at least a grade B in LIBF certificate in financial education).

### **What is the course structure?**

The course is made up of eight units (three are externally assessed via exams).

### **What subjects will I study?**

The mandatory units to be covered include:

- Exploring businesses;
- Developing a marketing campaign;
- Personal and business finance;
- Managing an event;
- International businesses;
- Principles of management.

### **How is the course assessed?**

There are eight units for the double award, three are externally assessed exams, five are internally moderated controlled assessments (coursework). They are all graded pass, merit, distinction - which is the equivalent to a grade C, B and A at A level respectively. If students average a distinction for their work, they are then upgraded to a distinction star. Students earn the equivalent to two A Levels.

The single award students earn the equivalent to one A-level, using the same grading system as the double award. However, they complete two externally assessed exams and two internally moderated coursework.

### **What can I do at the end of the course?**

Continuing their education at university is the most popular choice for many BTEC students. Employers also value BTEC qualifications and these can lead to career opportunities in business specialisms such as finance, human resources, management or marketing, as well as other business related careers. Students may also progress within employment to professional qualifications such as those offered by the Chartered Institutes of Marketing, Management and Chartered Accountants and personnel development.

**Exam Board:  
Edexcel**

**Curriculum Leader:  
Mrs Kaur-Hender**



# CHEMISTRY



## Year 1 Content:

Atomic Structure  
Amount of  
Substance  
Bonding  
Energetics  
Kinetics  
Equilibria  
Redox  
Periodicity  
Group 2  
Group 7  
Introduction to  
Organic Chemistry  
Alkanes  
Halogen alkanes  
Alkenes  
Alcohols  
Organic Analysis

Chemistry is the study of what makes different reactions happen and the wide range of natural and synthetic substances that can be made from them. It involves the use of experiments to find out how atoms behave, to predict complex reactions and to make new substances like aspirin and liquid crystals.

**The advanced course** builds on the knowledge you have gained at GCSE and gives particular emphasis to atomic structure, periodicity and organic chemistry.

The course covers the three main strands of chemistry: inorganic, organic and physical, with a focus on practical work which teaches the use of chemicals and their related hazards. Topics covered include atomic structure and the periodic table, bonding and structure, the fundamentals of organic chemistry, energetic and chemical kinetics and the part they all play in industrial chemistry.

### How is the course assessed?

This course is assessed by three examinations. The third examination includes questions covering the practical experiments.

### Links with other subjects

Chemistry has close links with biology and physics and can also be combined with other subjects like maths, business, technology and geography.

### Progression

Advanced level chemistry is needed for many careers and university courses, especially medicine, veterinary science, pharmacy and biochemistry, and is useful for other courses like engineering, geology and even accountancy, where analytical skills are required.

For more information please speak to Mr Macan, Assistant Curriculum Leader for science.

**Exam Board:  
AQA**

**Curriculum Leader:  
Mrs Kaur**



# DESIGN AND TECHNOLOGY (PRODUCT DESIGN)

Design and Technology at A Level can form an essential part of a student's course in Years 12 and 13. It provides an excellent educational base in design, teaching students how to apply and develop technological skills and knowledge to solve real problems.

The course is taught over two years.

In Year 12 students study:

- Commercial product development (coursework).
- Knowledge and understanding of product design (technical design principles).

In Year 13 students will study:

- Further study of product design principles;

The two year structure allows students to investigate and develop their knowledge of a range of materials and processes associated with product design. They will appreciate how products are designed and manufactured. In addition to this, they will see how products have changed based on the consumer driven society of today and look at the work of a range of designers and design movements. The knowledge they gain will allow students to design and manufacture a product of their own choice.

The coursework and practical project element in both Year 12 and 13 allow students to produce products with a genuine need and target audience. They will take on a variety of roles from identifying a need, research the current market and materials, to designing the product and realizing the solution. Throughout this element, students will develop a range of skills including analytical skills, designing skills both designing by hand and using a range of CAD, as well as manufacturing skills, using a range of machines and CAM.

The course follows on from the GCSE in design technology, though it is possible to choose design and technology (product design) A level without having studied such subjects. It is, however, recommended that the applicant should have a strong knowledge of mathematics and physics and the desire to create innovative and original products. The course has a modular structure and as such can be tailored to suit the students' particular needs and career aspirations.

Design and technology opens many doors into further and higher education and likewise is accepted by all colleges and universities. Taken along with A levels in mathematics and physics or chemistry, students will often progress onto the following HND and degree courses:

Mechanical engineering/electronic engineering/product design and engineering / civil engineering/architecture

If followed, along with art and other communication or humanities based subjects, it may be used to enter design orientated courses including:

Theatre design/product/industrial design/3D Design/graphic design.



**Exam Board:  
AQA**

**Curriculum Leader:  
Mr Buckley**



# DIGITAL MUSIC PRODUCTION

**The BTEC level 3 national extended certificate in digital music production features these topics:**

- Music and sound for media;
- Commercial music production;
- Mixing, mastering and re-mixes;
- DAW production;
- Creative sampling.

**What do you need to study digital music production?**

A love of music in various styles, ability to work in teams, secure ICT skills and a hard work ethic.

**How will my work be assessed throughout the two year course?**

Your grade will be based on five units of work. Two of the units are assessed by externally set exams, three are assessed on coursework that is internally marked and then moderated externally.

**Year 1:** Learn how Apple digital audio workstation software works in our Mac suite and recording studio. Working in teams, begin to explore recognized styles, then create and record your own tracks and mixes for media projects, using LOGIC Pro and ProTools Apps, and our professional microphones.

**Year 2:** Develop your sound recording and audio production skills, creating your own samples and remixes. You'll learn many of the professional 'tricks of the trade' currently used in the commercial music sector, and develop your own music production 'style'.

**What further requirements are there?**

You must be willing to participate in music events that take place in school and virtually online, for example by providing live sound, creating sound effects and producing engaging music, working within teams and individually. These experiences will go towards your assessed work.

**How much credit does the course give?**

The BTEC level 3 extended certificate is equivalent to one A Level in UCAS points and is approved by Edexcel.

**Where can this course lead to?**

Studying commercial music, sound recording or music production at university are popular outcomes. The skills you learn in creative music projects to meet customer needs and deliver when under pressure are valuable in many careers, from marketing and finance, to sales.

**Who can I speak to, to find out more?**

Mr Dawson, Leading Practitioner for Music, or Miss Brown, teacher of music, will be happy to answer any questions you may have.



**Exam Board:  
Edexcel**

**Curriculum Leader:  
Mr Dawson**





# ECONOMICS

## **What is the A level in economics?**

Economics is a social science, in which you study about the economic behaviour of individuals and firms in different markets and the interactions of the global economy. The course is split up into microeconomics, the study of individual firms and individuals within market and macroeconomics, the study of the economy, both the developing and developed. The course brings to light the impact of individual choices when purchasing your favorite iPhone, to examining the impact of sugar taxes and subsidies to employers.

## **What is the course structure?**

The course is made up of fourteen topics.

## **What subjects will I study?**

Examples of topics you will study include:

- Economic methodology and the economic problem
- Price determination, supply and demand
- Externalities and market failure
- Business Economics, production, costs and revenue
- Economic performance, happiness index, GDP and HDI
- Macroeconomic policy, fiscal policy and money supply increases
- International economy, exchange rates and external shocks



## **How is the course assessed?**

Three exams at the end of the second year of the course. Each paper lasts two hours and is worth 80 marks. Each paper is worth 33.3% of your overall grade.

## **What can I do at the end of the course?**

This is one of the highest earning degrees. Economics can be studied in conjunction with languages, history, geography and politics. Please be aware if you want to study this at A level, it would be useful to choose mathematics as well.

**Degree apprenticeships are extremely popular, from EY, Treasury IBM, PWC and the Bank of England, who look at economics as a favorable subject to study.**

**Exam Board:  
AQA**

**Curriculum Leader:  
Mrs Kaur-Hender**



# ENGLISH LITERATURE

## First Year

Students study two units, drama and poetry to support the transition into Year 12. They also begin their independent coursework based on two texts of their choice.

## Second Year

Students complete the poetry component as well as consolidating knowledge from their first year. They will also finish their in the form of a written essay with support and guidance from subject tutors.

### Component 1 - Drama:

- 2 hour, 15 minute paper
- 30% of the qualification
- *Othello* by William Shakespeare
- Critical essays for Shakespearean tragedy
- *A Streetcar Named Desire* by Tennessee Williams

### Component 2—Prose:

- 1 hour paper
- 20% of the qualification
- *The Handmaid's Tale* by Margaret Atwood
- *Frankenstein* by Mary Shelley

### Component 3—Poetry:

- 2 hour, 15 minute paper
- 30% of the qualification
- Poems of the Decade: An anthology
- *Christina Rossetti Selected Poems*



Studying A level English literature provides an opportunity to analyse, discuss and experience a wide range of fiction texts, from the poetry of Christina Rossetti and Patience Agbabi to plays like *Othello* by William Shakespeare. As well as more contemporary texts, such as *The Handmaid's Tale* by Margaret Atwood.

The aim is to equip students with the critical and analytical skills to develop their own informed and personal responses to texts. The skills developed in this course are useful not only at university, but also in life as many employers seek those who have an original perspective on the world which is fostered by being critical of it. In terms of personal development, students will acquire an analytical approach alongside emotional responses, which can be applied to their experiences and decision making outside the English course itself.

Students will feel satisfaction and gain enjoyment from understanding complex ideas within texts. This will then result in an increased personal confidence and the ability to argue and persuade effectively. A level English literature also develops the ability to write in a structured, accurate and sophisticated manner as well as supporting students in discussing complex ideas articulately and maturely.

The course has a significant emphasis on critical reading and students are required to read widely across the genres and literary movements. They will read not only the texts assigned, but also will begin to research and read academic literature as appropriate to their course.

Alongside studying the set texts, students will have to keep a reading journal of other relevant poems, plays and novels that they have read in their own time. Students are encouraged to be active readers and to be aware that the social, historical and literary contexts in which a text is written and read are important and significant.

The skills developed in this English literature course definitely extend beyond the classroom. Students will leave with the ability to view literature and academic texts from a critical perspective and to read independently. They will also be much more informed readers and will hopefully have developed a lifelong passion for literature.



**Exam Board:**  
Edexcel

**Curriculum Leader:**  
Ms Gingles



# ENGLISH LANGUAGE

## Paper 1: language, the individual and society:

- 2 hour 30 minute paper
- 40% of the qualification
- *Children's language development*
- *Methods of language analysis*
- *Textual representation*

## Paper 2: language diversity and change:

- 2 hour 30 minute paper
- 40% of the qualification
- *Language diversity and change*
- *Language discourses*
- *Writing skills*

## Coursework:

- 2500 word essay
- 1500 original writing
- 20% of the qualification
- *Language investigation*
- *Commentary*



English language at A level is an exploration of the way that English speakers use their language as well as the diverse and complex ways we use language to express ourselves. Separate from the English language GCSE, it is more an investigation of the language that is spoken and written by all those around us.

AQA offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses. Students create texts and reflect critically on their own productions.

Examples of previous coursework assignments have been the creation of children's books and the investigation of the way a student speaks differently with their peers and with their teachers.

This subject explores the English language both as a medium of communication and a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, debate different views and work independently to research aspects of language in use.

In **language, the individual and society**, students are introduced to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves.

In **language diversity and change**, students will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change.

## Speech



In **language in action**, students pursue a study of spoken, written or multi-modal data, or a mixture of text types, demonstrating knowledge in areas of individual interest such as the writing of children, features of a London dialect, the language of wedding ceremonies or the language of advertisements.

Exam Board:  
AQA

Curriculum Leader:  
Ms Gingles



# FINANCIAL STUDIES

**This level 3 course is a two year qualification. The certificate is completed in the first year and the diploma is completed in the second year.**

## **Want to bring your learning to life?**

Learners are encouraged to become responsible borrowers, sensible savers, and have an appreciation of the need for financial planning throughout their life. Its purpose is to prepare students for further study through the development of the core skills of critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication.

The certificate in financial studies is included in the 16-19 applied general performances tables and has been accredited by Ofqual at level 3 and is part of the regulated qualifications framework (RQF).

The diploma in financial studies (DipFS) level 3 has been designed to provide students with the opportunity to develop and enhance the knowledge and skills gained by achieving the certificate in financial studies (CeFS), by applying them to the wider financial environment.

## **How is the course assessed?**

A total of four externally assessed exams (two per year).

## **What can I do at the end of the course?**

Finance is a very practical subject, which is highly valued by employers and universities. You will learn a wide range of skills and common sense knowledge that will be useful to you, whatever your final choice of career.



**Exam Board:  
LIBF**

**Curriculum Leader:  
Mrs Kaur-Hender**



# GEOGRAPHY

Opting for A level geography can give you a huge range of possible career choices. Geography studies the real world. It helps you to understand the world that is all around you. Geography is important, relevant and future-orientated. It tackles subjects that directly affect you. Geographers often put theory into practice and develop a range of key skills needed for the 21st century workplace. They use ideas from mathematics, English, science and humanities to explain and predict our ever changing world. Geographers who study the subject at university degree level are amongst the most highly employable graduates in the country.

## What will A level geography involve?

The A level geography course covers a wide range of relevant knowledge that provides a useful background to life in today's world. Geography is studied at various scales of enquiry from local, through to national and global in scale.

At Uxbridge High School, we study the Edexcel exam board for A level geography. This specification focuses on **current issues**: The modern emphasis of geography is increasingly on issues of concern at any of the scales of enquiry. For example, flood prevention and climate change, the challenge of rapid changes occurring in the cities of the developing and developed world, local and national planning issues including how the planning process operates, natural hazard risk management and changes in the type and location of industries and employment structures.

## What will I study?

Paper 1 (physical) - 30% of the qualification. Written exam 2 hours and 15 minutes.

- Tectonic hazards, coastal landscapes, water cycle and uses, carbon cycle and energy Security.

Paper 2 (human) - 30% of the qualification. Written exam 2 hours and 15 minutes.

- Globalisation, superpowers, diverse or regenerating places, health, human rights and migration and global development.

Paper 3 - 20% of qualification. Written exam 2 hours and 15 minutes 70 marks.

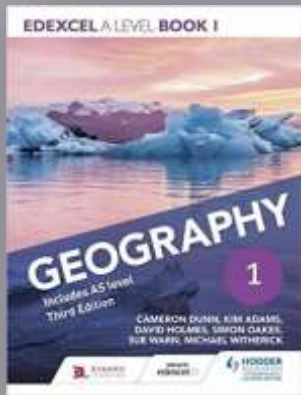
The specification contains three synoptic themes within the compulsory content areas: players, attitudes and actions, futures and uncertainties. The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

Non-examination assessment (NEA) -20% of qualification. Written report of 3,000-4,000 words.

- The student defines a question or issue for further investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification. The student's investigation will incorporate the use of fieldwork data (collected individually or as part of a group), their own independent research and/or secondary data.

**Skills:** Geography requires students to identify, select and collect quantitative and qualitative evidence from primary and secondary sources. This will include maps, statistical data, images, literature, communication technology and geographical information systems or (GIS).

**Fieldwork:** Geographical investigations offer the opportunity to undertake fieldwork to destinations such as Swanage, Dorset to look at coastal landscapes and the London docklands (Canary Wharf) to look at urban regeneration. Fieldwork can be a great experience and allows you to apply your knowledge and understanding in a practical way. The writing up of fieldwork projects builds on student's resilience and encourages them to be independent learners and confident thinkers as well as co-operating in group data collection exercises. Geography is one of the few subjects where you can study the real world with first-hand experience of it!



**Exam Board:**  
Edexcel

**Curriculum Leader:**  
Miss Songra



# GOVERNMENT AND POLITICS

Politics is a prestigious A level, and a very interesting and dynamic new subject to study, giving you a range of skills welcomed by universities and progression to a wide choice of future courses and careers. Politics is an excellent A level choice as a stand alone subject, but works particularly well when combined with subjects such as English, history, geography, RE and sociology.



## **Year 12 - British politics**

The main areas of study will be government in London and the United Kingdom, with the key questions to be considered concerned with the constitution, the government and the devolved powers considering: sovereignty, power and accountability – where does power lie in the British political system? Who and how are those in power held accountable? How do outside influences affect us i.e. membership of the EU? What does citizenship mean in the UK? What are the rights of our citizens and how can we influence and affect political processes? What is in store for Britain once we leave the EU?

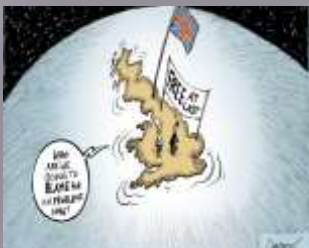


## **Year 13 - American politics**

The second year will be a combined study of political concepts and theories examining a range of ideologies such as Socialism and Communism, Conservatism and Liberalism and then the government and politics of the USA. American politics focuses on a range of contentious issues and questions which include: questioning power, democracy and participation in the political system. This is an excellent opportunity to become an expert in the political systems of Britain and America and to be able to cross-examine the strengths, weaknesses, similarities and differences. Some key questions will include: How was Donald Trump able to become President? Is America still a society divided by race? Is the US constitution out of date?

## **Extra-curricular activities**

All students have the opportunity to develop their interests and prepare themselves for both university and careers. Activities may include trips such as to conferences and London (Parliament) and a chance to debate a range of guest speakers including MPs, MEPs and other political commentators.



## **What are the advantages of studying government and politics?**

The skills obtained are extremely valuable in a number of careers. Employers look favourably on students who have studied politics as they tend to have strong analytical skills. Relevant careers include: law, teaching, research, civil service, social work, journalism and broadcasting, armed forces, police, local government and national or intra-national governments.

**Exam Board:  
Edexcel**

**Curriculum Leader:  
Mrs Harris**

# HISTORY



## **Trips and visits**

Each year the school participates in the 'Lessons from Auschwitz' project, which is a three-day event run by the Holocaust Educational Trust. We offer two students per year the opportunity to take part in this unforgettable event, which culminates in a visit to Auschwitz-Birkenau Concentration Camp.

We also organise annual visits to the Tower of London and a variety of additional trips to a wide range of places including Russia, France, Germany and Poland.



**Exam Board:**  
**Edexcel**

**Curriculum Leader:**  
**Mrs Harris**

## **Why study A level history?**

When you look at the world today, do you come up with more questions than answers? Why are there so many wars? Why do some people have more power than others do? Why do human beings seem to disagree over so many things? Why can't we share the world's resources fairly? Maybe we will never find the answers, but studying history gives you the chance to begin the search. A Level history will open your eyes to Britain and the world: to the changes, the conflicts, the personalities, the achievements and the disasters. You will find answers to many of your questions. You will begin to synthesise how the world has got to where it is today.

## **What is A level history useful for?**

History A level teaches you many things. You will learn how to research about the past. How to use secondary and primary evidence to piece together what happened. You will learn how to put information together in an essay, how to argue your point of view and how to make sure that viewpoint is backed up with solid evidence. Most of all it will teach you to think for yourself. There are no right and wrong answers in history. You will decide what you think about the events of the twentieth century and you may find yourself disagreeing with many famous historians. But then maybe that could be you one day!

## **What will I study?**

We offer the OCR syllabus and although it would be helpful if you have studied GCSE history, it is not a requirement. In Year 12 you will study two topics in depth:

**Unit 1:** British history, c1930-1997 [including a in-depth study on Winston Churchill]. This topic is on the experience of WWII and the post-war era for the British people. Students will examine the political, social, economic and cultural shifts which brought Britain into the modern era. From the post-war consensus of Attlee's ground breaking labour government, the Thatcher revolution and the boom of neo-liberalism - Britain was brought into the modern world in this era of change and revolution.

**Unit 2:** Democracy and dictatorship in Germany, c1918-1963. The middle of the 20th century was a turbulent time in German history. From the golden era of democracy and liberalism in Weimar Germany to the insidious totalitarianism of the Nazis, the destruction of war to the division of the Cold War years, this topic will take A level students to the heart of one of the most engaging and contentious areas of historical debate in modern European thought.

## **In Year 13 you will study two more units:**

**Unit 3:** Popular Culture and the Witchcraze of the 16th and 17th Centuries. This theme focuses on the rise and decline in witchcraft during the 16th and 17th centuries and how far it merged out of the popular culture of the time. It will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society.

**Unit 4:** Topic based essay project.

## **Will A level history help me in my career?**

History A level is an academic qualification respected by employers and universities. As a facilitating subject it will help you go on to further study in many areas including any arts subject, law and business. Moreover, the skills of investigation, research and analysis that you will have gained are useful for all types of employment.



# I.C.T

## **At mastery advanced level**

This qualification aims to develop students' knowledge, understanding and skills of the essentials of IT and cyber security. They will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure on a global scale, and the importance of legal and security considerations.

Students follow the emerging digital technology practitioner pathway. This focuses on the use and development of virtual and augmented reality and emerging technologies for application across a range of sectors, to include: mobile technology, digital marketing and the visualisation of big data. In addition to the mandatory units, your students must also achieve the mandatory pathway unit virtual and augmented reality.

## **MANDATORY UNITS: Fundamentals of IT**

This unit allows students to have a sound understanding of IT technologies and practices essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

## **Global information**

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. You will discover that good management of both data and information is essential, and that it can give any organisation a competitive edge.

## **Additional units:**

**Social media and digital marketing**

**Developing a smarter planet**

**Virtual & augmented reality**



**Exam Board:  
OCR**

**Curriculum Leader:  
Mr Burton**





# LANGUAGES: FRENCH AND SPANISH

## Why study A level languages?

Learning a foreign language to an advanced level allows you to connect with other people and other cultures. Continuing your studies of a foreign language is an exciting opportunity to view the world in a completely different way, with students developing a more positive attitude towards the culture associated with their chosen language. It goes without saying that the learning of a foreign language opens up broader career opportunities and increased earning potential. It's clear that being able to communicate fluently in another language is a life skill that sets you apart from many other people!



## What languages can I study at Uxbridge High School?

You can study French or Spanish A-level, with the entry requirement of a grade 6 at GCSE.



## How could an A-level in a foreign language help me in future?

Even if you don't intend to study languages at university, you will find that many universities and employers look for the communicative and critical skills that students with an A Level in a foreign language possess. Many of the major graduate firms have their headquarters abroad and consider a second language to be an advantage when recruiting. If you're not convinced, then just consider for a moment where your path in life will take you. It's likely that you can't say for sure where you'll be or what you'll be doing in 10 years time! Knowing more than one language provides you with more opportunities to spread your wings and live your life in one of your preferred locations!



## Communication across the world

Spanish is the third most spoken language in the world after Mandarin Chinese and English. French is spoken as a first language by over 77 million people in Europe, Asia, Africa and America. If you can speak English, French and Spanish you can certainly communicate in many different parts of the world!



## Course content

Students learn about current issues and trends in the societies of the countries where the language is spoken, making the course contemporary and culturally varied. An example of this is that students will learn about "cyber-society" and the positive features of a diverse society. Students further broaden their cultural understanding by also studying one film and one literary text as part of their course. In Year 13 students do an independent research project on a topic of their choice relating to a country or countries where the language is spoken.



**Exam Board:**  
**AQA**

**Curriculum Leader:**  
**Mr Smith**

The work that students do in the independent research project is discussed in the speaking exam, giving students a chance to shine and explain in detail what they have learnt! Students' listening, reading and writing skills are tested in two other exams, including their ability to analyse in the foreign language the film and the book they have studied.



# MATHEMATICS

Mathematics A level builds on the GCSE course and expands into areas that you will not have studied before. The course is made up of a combination of modules; these include pure mathematics, statistics and mechanics, all of which are compulsory to study.

The A2 course consists of three examined modules, two of which are pure maths and one applied module made up of statistics and mechanics. The A2 develops pure mathematics further with an extended core paper and the study of deeper statistics and mechanics. The mathematics syllabus has now become linear meaning students will sit all AS and A2 exams at the end of Year 13.

Due to the challenging nature of the AS/A2, we expect that students have **achieved at least a grade 7** in their GCSE mathematics on the higher syllabus. We recommend students to have a grade 8 to complete the full A Level.

### **Pure mathematics involves:**

The development of algebraic methods (functions, equations, inequalities, indices, sequences and series); co-ordinate geometry and trigonometry; the introduction of calculus (differentiation and integration); and looking at mathematical proof.

### **Mechanics involves:**

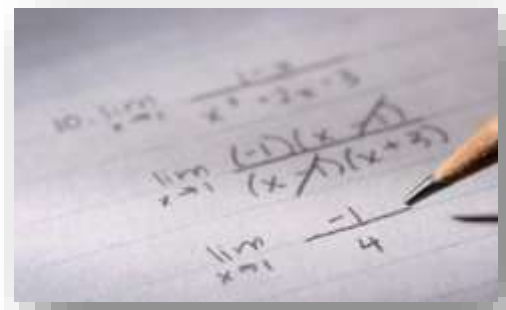
Modelling physical situations; the use of vectors; analysing the movement of particles; Newton's laws of motion; looking at energy, momentum and projectiles; studying collisions and calculating centres of mass.

### **Statistics involves:**

Looking at ways of collecting, representing and analysing large data sets; studying probability; completing hypothesis tests and modelling distributions.

### **Links with other subjects:**

Mathematics naturally complements the pure sciences and also has applications in geography, design and technology, business studies and information technology.



**Exam Board:  
Edexcel**

**Curriculum Leader:  
Miss Devani**



# PERFORMING ARTS

## Why study performing arts at UHS?

The course is designed to provide you with opportunities to develop your creative performance skills and critical thinking in drama, and if you wish, dance and music. It aims to equip you with the knowledge and skills required to seek further training or employment within the performing arts industries. To be successful on this course, you will require a great deal of energy, enthusiasm, commitment and an excellent attendance record. UHS boasts state of the art facilities within the Orsino building, with outdoor performance area and recording studio. Students have full access to this throughout the course. There are several opportunities for students to visit the theatre both locally and in London's West End as well as working with professionals from the industry.



**Entry requirements** – It would be desirable for students to have studied drama or music at GCSE, although this is not essential. The main requirement is an enthusiasm for the performing arts.

## **Drama: Extended certificate (4 Units) = 1 option block = 1 A level**

These students will study only drama units which look at everything from contemporary theatre performance and theatre production to more classical styles of drama and contemporary theatre. As part of this you will rehearse and perform a number of scripted and devised pieces to an audience.

## **Drama/dance/music: Diploma (8 Units) = 2 option blocks = 2 A levels**

These students will study a variety of units which spread across drama and music. Although most will be drama based, students will also have vocal lessons to ensure they have all they need to progress in the industry. As part of this you will do some community work with local primary schools and take up work experience placements in professional theatres, the last two years this has been a residential week in Stratford-upon-Avon with the RSC.

**Assessment** – This is mainly practical with some written notebooks produced as supporting evidence. There are no written exams, however some tasks are externally set and assessed.

## **Progression**

The creative, co-operative and communication skills acquired by following these A level courses are attractive to a wide range of employers, universities and drama schools alike. They carry the same weight as other arts courses when applying to higher education and are an excellent foundation for those hopeful of a career in performance. This is an extremely demanding course, however, whether students go on to university, professional theatre or employment, they are fully equipped with all the life skills they will need.

If you have any further questions, please speak to Miss Moore, head of Performing Arts or any other member of the Performing arts department.

**Exam Board:  
Edexcel**

**Curriculum Leader:  
Miss Moore**





## What is it?

The aim to understand the most 'complexed machinery' on earth dates back to the Plato era, a Greek philosopher (c. 428 – 348 BC) who explored topics such as pleasure, pain, knowledge, motivation and mental illnesses. However, it was not till the late 1800s that such abstract concepts were of scientific interest, courtesy of Wilhelm Wundt, the founding father of experimental Psychology. Wundt, who had opened the first research laboratory in 1878 (*Leipzig, Germany*), revolutionised our understanding of how the mind, brain and behaviour are connected.

## How am I assessed?

Assessment: 100% exam-based



**Wilhelm Wundt**  
1832 - 1920



PAPER 1: Introductory Topics in Psychology	PAPER 2: Psychology in Context	PAPER 3: Issues and Options in Psychology
<b>TOPIC</b> 1. Social Influence 2. Memory 3. Attachment 4. Psychopathology	<b>TOPIC</b> 1. Approaches in Psychology 2. Biopsychology 3. Research Methods	<b>TOPIC</b> 1. Issues and Debates in Psychology 2. Option 1: Relationships 3. Option 2: Aggression 4. Option 3: Stress
<b>ASSESSMENT</b> Written Exam: 2 Hours 96 Marks in Total 33.3% of A-level	<b>ASSESSMENT</b> Written Exam: 2 Hours 96 Marks in Total 33.3% of A-level	<b>ASSESSMENT</b> Written Exam: 2 Hours 96 Marks in Total 33.3% of A-level
<b>QUESTION STYLE</b> Section A: MCQ's, short answers and extended writing (24 Marks) Section B: MCQ's, short answers and extended writing (24 Marks) Section C: MCQ's, short answers and extended writing (24 Marks) Section D: MCQ's, short answers and extended writing (24 Marks)	<b>QUESTION STYLE</b> Section A: MCQ's, short answers and extended writing (24 Marks) Section B: MCQ's, short answers and extended writing (24 Marks) Section C: MCQ's, short answers and extended writing (48 Marks)	<b>QUESTION STYLE</b> Section A: MCQ's, short answers and extended writing (24 Marks) Section B: Relationships - MCQ's, short answers and extended writing (24 Marks) Section C: Aggression - MCQ's, short answers and extended writing (24 Marks) Section D: Stress - MCQ's, short answers and extended writing (24 Marks)

## Extra-curricular opportunities

Emphasising on the scientific nature of Psychology, at A-level, students rapidly grasp the vital skill of critical analysis, which they apply when examining theories, investigations, explanations and research procedures. This is because the course requires pupils to apply the concepts of what makes psychology a science (*objectivity, systematic & replicability*) when learning about various mind-stimulating topics, such as, *psychopathology, aggression and schizophrenia\**.

In addition to this, students further revise and amalgamate their prior knowledge of mathematics and literature when studying psychology. For example, in year 13, it is compulsory for students to calculate and report statistical findings from several research scenarios. As per literature, it is a constant demand that students formulate well-structured writing pieces, which is heavily engrained within UHS' teaching and learning policy.

Furthermore, a visit to the Freud museum (London) and hypnotherapy centre is arranged to enhance students' understanding of the *psychodynamic approach* and phobias. Students also get involved in districting lamb brains to get an insight into the structure of the brain.

## Further studies and career options

Studying psychology at GCSE and A-level does not only raise the likelihood of getting into one of the top *Russell Group* universities, but it also increases the number of career options open to you after graduation. Such career choices range from becoming a chartered psychologist to working in human resources.

**Exam Board:**  
AQA

**Curriculum Leader:**  
Mr Baichande



# PHYSICAL EDUCATION

## Why should I apply for physical education?

- Gain a broad understanding of sport and the sports industry and study selected areas in depth;
- Develop skills, knowledge and understanding in sport;
- Have an opportunity to apply learning in a practical and realistic way;
- Follow a programme of study that enables progression to further education or employment in one of the fastest growing industries in the world;
- Develop key skills which are highly valued by employers;
- Gain self-confidence by developing independent learning skills.

## BTEC Sport Level 3: National Extended Certificate in Sport

The Pearson BTEC National Extended Certificate in Sport is an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level, and it has been designed as a full two-year programme when studied alongside a further Level 3 qualifications.

## Qualification structure

Learners will study three mandatory units:

Unit 1: Anatomy and Physiology

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Unit 3: Professional Development in the Sports Industry.

Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

Pearson BTEC Level 3 National Extended Certificate in Sport				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Anatomy and Physiology	<b>120</b>	<b>Mandatory</b>	External
<b>2</b>	Fitness Training and Programming for Health, Sport and Well-being	<b>120</b>	<b>Mandatory and Synoptic</b>	External
<b>3</b>	Professional Development in the Sports Industry	<b>60</b>	<b>Mandatory</b>	Internal
<b>Optional units – learners complete 1 unit</b>				
<b>4</b>	Sports Leadership	<b>60</b>	<b>Optional</b>	Internal
<b>5</b>	Application of Fitness Testing	<b>60</b>	<b>Optional</b>	Internal
<b>6</b>	Sports Psychology	<b>60</b>	<b>Optional</b>	Internal
<b>7</b>	Practical Sports Performance	<b>60</b>	<b>Optional</b>	Internal

## Pearson BTEC level 3 National Extended Certificate in Sport

What could this qualification lead to?

- BA (Hons) in Sport Studies and Business
- BSC (Hons) in Sport Psychology
- BA (Hons) in Sports Education
- BA (Hons) in Sport and Exercise Science

Exam Board:  
Pearson

Curriculum Leader:  
Mr Emery



# PHYSICS

## Year 1 Content:

Matter and radiation  
Quarks and leptons  
Quark phenomena  
Waves  
Optics  
Forces in equilibrium  
On the move  
Newton's law of motion  
Force and momentum  
Work, energy and power  
Materials  
Electric current  
Direct current circuits

Physics, like other sciences, starts with observations in the world around us or from experiments designed to obtain facts. To help make sense of the facts and explain the behavior of the physical world, physicists study four useful concepts: matter; energy; fields and waves.

## The advanced course

The first year of the course covers mechanics, electrical circuits, materials and the wave and particle nature of light. AS physics is essentially a practical subject and during the course you will carry out many practical activities. In second year, the course covers further mechanics, fields, nuclear and particle physics, thermodynamics and space, nuclear radiation and oscillations. The course continues to develop the practical skills covered in the first year.

## How is the course assessed?

This course is assessed by three examinations. The third examination includes questions on work done in practical experiments. Questions involving the use of mathematical skills within physics will contribute to part of the assessment. Additionally, a separate assessment of practical competency will assess the ability of learners in practical skills at A level only.

## Links with other subjects

Physics is closely associated with maths and chemistry and they support each other well. The same is true of technology and computer science where there is some subject overlap. Physics also links well with geography.

## Progression

If you are interested in challenges, logic, engineering, technology, medicine, science or mathematics, then physics is for you.

Please see Mr Kaur, Curriculum Leader of Science, for further information.



**Exam Board:  
AQA**

**Curriculum Leader:  
Mrs Kaur**



# RELIGIOUS EDUCATION

Religious education is an interesting and highly valuable humanities subject. The course develops high level academic skills such as analysing, evaluating and creating alternative solutions to problems. Discussion and communication with each other is also a key element of our course.

Some of the questions we will look to answer include: How do we know what really exists? Is this paper really there or is it just in your imagination? What makes something true or false? What makes a creator God and does he exist? If so what is God like - all powerful? Then can he create a stone that is too heavy for him to lift?

## **What will the course involve?**

The Eduqas course is made up of two modules.

**Philosophy of religion:** Including the concept of God, the problem of evil and arguments that attempt to prove the existence of God.

**Religion and ethics:** This component provides learners with the opportunity to undertake an in-depth and broad study of fundamental ethical themes, ranging from ethical language and thought to freewill and determinism.

**A study of religion—Christianity:** This component provides learners with the opportunity to undertake an in-depth and broad study of the religion covering themes ranging from religious figures and sacred texts to practices that shape religious identity.

## **What qualifications and skills will you need?**

You will need the ability to debate, consider different opinions and give logical argument both verbally and in written work.

## **What skills can religious education give you?**

- Enhance your discussion and debating skills;
- Develop transferable skills that can be used within the sixth form environment and beyond;
- You will take part in discussions, which will develop your listening skills, and ability to develop a clear and reasoned argument;
- Opportunities to build on your presenting skills alongside written essay skills, essential for university;
- Read and analyse information from many different types of documents;
- Be able to have a deeper understanding of the world around you.

## **Possible career opportunities:**

Lawyer/lecturer/medicine/human resources  
Social worker/teacher/nurse/public services  
Youth and community leader/customer services

Religious education can be used as a great asset on your CV as it shows you have great awareness for those from all cultural backgrounds. You are able to show an understanding and respect towards people in different situations.



**Exam Board:  
Eduqas**

**Curriculum Leader:  
Mr Azam**



# SOCIOLOGY

## What is sociology?

Sociology is the scientific study of society, patterns of social relationships, social interaction, and culture of everyday life. Sociologists are interested in answering the difficult questions in our society such as; why is there inequality between social groups? This is done through a range of research methods.

## Core themes:

Socialisation, culture and identity;  
Social differentiation, power and stratification.

## Assessments

Sociology is an exam based subject and has no coursework. You must sit three exams at the end of Year 13.

**Paper 1:** Education with theory and methods;

**Paper 2:** Topics in sociology;

**Paper 3:** Crime and deviance with theory and methods.



## Links with other subjects:

Sociology has close links with psychology and criminology in its concerns with social and environmental influences on behavior. Sociology also has some links with history because it involves looking at figures such as Karl Marx and their vision of an ideal society. Sociology also has some links with geography, because it examines cultures in different parts of the world.

## What career can I have with sociology?

Sociology is a very useful subject if you want to work as a lawyer. This is because we do the "criminology" module. You can also work in the social field with this qualification, in nursing, teaching and social services. If you decide to work in the medical/scientific field then sociology is also highly complementary because it is a "science of society". Sociology is also very complementary to working in business, because it enhances your discussion and communication skills and allows you to understand people better.

## What do I need to study sociology?

- Willingness to get involved in discussions;
- Enthusiasm for the subject;
- Commitment.



Exam Board:  
AQA

Curriculum Leader:  
Mr Baichande